**Text Response Assessment Criteria Year 10**

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|  | 8.5 | 9.0 | 9.5 | 10.0 | 10.5 |
| **Demonstrates knowledge of text by exploring ideas, themes and issues.** | Student has successfully responded to a text that explores a range of ideas and issues, in an appropriate form. | Student’s response to the text shows understanding of the themes and issues in the text, as well as the characters, plot, setting and genre. | Student’s response to the text shows depth of reflection on themes and issues in the text, as well as the characters, plot, setting and genre. | Student’s response to the text shows a deep reflection on themes and issues in the text, as well as other textual features and structural elements of the text. | A comprehensive response to the text showing a deep reflection on a wide range of themes and issues in the text, as well as other textual features and structural elements of the text. |
| **Produces a personal interpretation exploring and analysing how meaning and messages are conveyed.** | Student has produced a personal response in the form of an analytical essay, discussing to some depth the messages and social values evident in the text. | Student has produced a personal response in the form of an analytical essay, integrating complex ideas and a thorough understanding of the social implications embedded in the text. | Student has produced a personal response in the form of an analytical essay. The response includes a discussion of the impact of aspects of the text; for example, the use of imagery and symbolism. The student produces a critical analysis as a response to the text. | Student response includes a discussion of the impact of aspects of the text; for example, the use of imagery and symbolism. The student produces a critical analysis as a response to the text and explores the social implications and messages embedded in the text. | Student response includes a detailed and perceptive discussion of the uses of imagery and symbolism. The student produces a thorough critical analysis as a response to the text and explores the messages embedded in the text. |
| **Justifies interpretation of text.** | Student can divine meanings and messages in the text and analyse how meaning is conveyed. | Student shows comprehension skills in the way he/she describes the characters and comments in detail on how socio-cultural values and beliefs are presented in the text. | The student uses appropriate language to explore and define features of the text. | The student uses appropriate language to explain how texts are shaped by the time, place and cultural setting in which they are created. | The student uses a range of language devices and perspectives to explain how texts are shaped by the time, place and cultural setting in which they are created. |
| Planning | An essay plan that demonstrates the ability to select and organise key ideas is provided. | Student has planned how to write a response that conveys complex ideas. | Student has planned writing to explore, speculate and reflect on complex themes and issues. | Student has planned writing to explore, speculate, critically analyse and reflect on complex themes and issues. | Student has planned writing to explore, speculate, critically analyse and reflect on complex themes and issues across a range of modalities. |
| Introduction **Paragraphs TEEL**  **Conclusion** | The introduction clearly states a valid contention, title, author and setting. The key ideas, which will appear in the body of the essay, are concisely stated.  The essay has clear and detailed paragraphs which each deal with a separate idea. Evidence, in the form of examples and quotations, is provided and analysed. Clear links are made to the topic.  The conclusion gives a sense of logical and cohesive completion. | Student uses conventions for writing an analytical response to the text: the introduction has a clear point of view on the chosen topic, the body paragraphs are structured using TEEL, examples and quotations are carefully chosen to support the point of view and are adequately explained in context; the conclusion is logical and links the response to the topic; appropriate genre conventions have been used. | Student uses conventions for writing an analytical response to the text: the introduction has a clear point of view on the chosen topic, the body paragraphs are structured using TEEL, examples and quotations are carefully chosen to support the point of view and cohesively explained in context; the conclusion is logical and links the response to the topic; appropriate genre conventions have been used. | Student uses conventions for writing an analytical response to the text: the introduction has a clear point of view on the chosen topic, the body paragraphs are structured using TEEL, examples and quotations are carefully chosen to support the point of view and are coherently explained in context; the conclusion is logical and links the response to the topic; appropriate genre conventions have been used. | Student uses conventions for writing an analytical response to the text in a sustained way: the introduction has a clear point of view on the chosen topic, the body paragraphs are appropriately structured, examples and quotations are carefully chosen to support the point of view and are coherently explained in context; the conclusion is logical and perceptive and links the response to the topic; appropriate genre conventions have been used. |
| **Mechanics of language** | Complex spelling and punctuation is edited effectively for clarity, coherence and consistency of style. | Student shows control of subject-verb agreement, consistent use of correct punctuation at the end and within the sentences. Spelling is usually correct. | Student shows control of subject-verb agreement, consistent use of correct punctuation within and at the end of sentences. Student evaluates the extent to which he/she has been effective in meeting the demands of purpose, audience and context in his/her writing. | Students write accurately punctuated, grammatically sound and complex sentences with embedded clauses and phrases. They write with developing fluency. | Students write accurately punctuated, grammatically sound and complex sentences with embedded clauses and phrases. They write with sustained fluency and a clear sense of purpose. |
| **Expression** | The essay is written appropriately throughout. The writer uses extended sentences and some varied, formal vocabulary. | The writer makes consistent use of extended sentences, coherent paragraphs and appropriate vocabulary. | The writer makes consistent use of extended sentences, coherent paragraphs, appropriate vocabulary, varied punctuation; proofreading, revising and editing have been effectively used. | Student proofreads and edits his/her own writing for accuracy, consistency and clarity. | Student proofreads and edits his/her own writing for accuracy, consistency and clarity and clearly writes with purpose for a defined audience. |